

**COMMISSION ON TEACHER CREDENTIALING**

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**OFFICE OF THE EXECUTIVE DIRECTOR**

Date: April 7, 2004

To: Superintendents of California School Districts  
Superintendents of California County Offices of Education  
Deans of Schools of Education and Directors of Teacher Education  
Directors of Beginning Teacher Support and Assessment Programs  
Directors of Paraprofessional Teacher Training Programs  
Others Interested in Alternative Certification Programs

From: Sam W. Swofford, Ed.D., Executive Director

Subject: Funding Available to Support Alternative Certification/Intern Programs

The California Commission on Teacher Credentialing (CCTC) is pleased to announce the availability of funding for Alternative Certification/Intern Programs to help districts and universities meet California's need for credentialed teachers. Any district that is having difficulty finding credentialed teachers, or that would like to hire teachers from alternative sources, such as those who enter teaching after a career in another profession, should consider submitting an application through this Competitive Grant Proposal (CGP).

Since 1993, the CCTC has annually allocated funds to support, develop or expand teaching intern programs in school districts, county offices of education and universities and colleges. More than 25,000 interns have graduated from Alternative Certification/Intern Programs and are serving as fully credentialed teachers in California classrooms. Another 8,500 interns are currently serving as teachers while completing teacher preparation programs. More than 861 school districts and county offices of education and 31 universities are currently participants in intern programs.

In California, intern programs have the potential to provide innovative ways to prepare teachers while meeting the needs of districts with shortages, and expand the pool of credentialed teachers to include persons who might not otherwise enter teaching. Senate Bill 837 (Scott, Chapter 585, 2001, California Education Code § 44468), requires that districts make every effort to place certificated teachers in every classroom. This statute includes participation in Alternative Certification/Intern Programs as one of the best ways to meet the requirements of this new law. It is the goal of this CGP to help districts provide a credentialed teacher for every classroom, and assure that every teacher is supported in the beginning years of teaching and is provided a focused preparation program that takes into account the teacher's background and maximizes the probability of success and retention as a teacher.

Alternative Certification/Intern programs provide an instructional program that blends theory and practice. All interns begin with a pre-service program that provides foundational knowledge in management and pedagogy before the intern takes responsibility for a classroom. All interns participate in an on-going support network, which includes assistance from the district and/or university. The Alternative Certification/Intern Program grant may be used to bring second career professionals into the teaching workforce; to meet the needs of schools that participate in the Class Size Reduction Initiative (CSR); to help local education agencies place qualified teachers in hard-to-staff schools; and to meet teacher shortages in areas such as mathematics, science and, special education.

The funds that are offered in this CGP are available to new Alternative Certification/Intern Programs. Programs that are currently funded are not required to submit an application, however, these programs will be required to write a Program Improvement Plan (PIP) to continue their programs. The format for Program Improvement Plans has been sent to programs under a separate cover.

All school districts, county offices of education and California colleges and universities are eligible to participate and serve as the lead sponsor or co-sponsor of one or more Alternative Certification/Intern programs. Because these grant programs use funds allocated under the terms of Proposition 98, a county office of education or district must serve as the fiscal agent. Respondents are encouraged to collaborate to effectively and efficiently provide services to novice teachers.

A copy of the CGP application is available on the CCTC web site: <http://www.ctc.ca.gov/intern>. Paper copies of the CGP application will be sent to any person who requests one. Requests may be sent to Dr. Michael D. McKibbin at the address listed in the last paragraph of this letter. Responses to the CGP are due to the CCTC by **Noon, May 17, 2004**. All proposals that are submitted will be reviewed by panels of teachers and other education practitioners. The CCTC intends to announce the award of funds during the week of June 4, 2004.

Thank you for your interest in alternative certification in California. For more information about Alternative Certification/Intern Programs, please contact Dr. Michael McKibbin of the CCTC staff at the California Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, CA 95814, or by calling (916) 445-4438, or by e-mail at ([mmckibbin@ctc.ca.gov](mailto:mmckibbin@ctc.ca.gov)).

## **Competitive Grant Proposal**

### **Alternative Teacher Certification/Intern Programs**

#### **Announcing the Availability of Competitive State Grants To Help Districts Meet Their Needs for Teachers**

#### **Who Should Apply?**

**Any district that currently employs teachers through Emergency Permits, has difficulty finding fully credentialed teachers, or would like to hire teachers from alternative sources, such as those who enter teaching after a career in another profession, should consider responding to this grant application.**

**The Competitive Grant Proposal (CGP) described below is designed for applicants who are not currently receiving an Alternative Certification/Intern grant.**

**For successful grant programs, funding is conditional upon funds being available and meeting California Commission on Teacher Credentialing (CCTC) grant conditions and quality standards. Programs that successfully competed for and received funds through a previous funding proposal and want to amend or expand their programs should respond using the Program Improvement Plan (PIP) that is being distributed to continuing projects under separate cover.**



# **Section I**

## **Background**

The California Commission on Teacher Credentialing (CCTC) is responsible for administering the Alternative Certification Local Assistance Grant. This program provides funds to support local efforts to prepare teachers for California public school classrooms. The CCTC has distributed more than \$100 million over the past ten years to provide funding to school districts, county offices of education and colleges and universities that propose to create, expand or improve teaching internship programs.

### **Purposes of the Grants**

Internship programs are designed to help districts meet shortages of credentialed teachers. For internship programs to be successful, there must be a support system for the novice teacher. The preparation of teachers should take into account the knowledge and experiences that prospective teacher brings to the classroom. Therefore, each intern program should provide a focused, well sequenced instructional program designed to assure the highest probability of success as a teacher.

In addition to helping school districts meet their needs for credentialed teachers, internship programs have other purposes. Internships are designed to attract and facilitate a person becoming a teacher who may not otherwise enter teaching due to financial or other reasons. Internships function as the teacher preparation stage in a career ladder for paraprofessionals. Internships also offer an instructional program that blends theory and practice for prospective teachers who have worked in settings where learning and practice were integrated.

### **Authorizing Statutes**

The Alternative Certification Grant Program began with the enactment of AB 1161 (Quackenbush), Chapter 1147 of the Statutes of 1993. The program was designed to assist school districts to meet their need for teachers. Specific attention was given to assisting persons to move into teaching after careers in another profession. Two types of internship programs are eligible for grant funds, University Intern Programs (pursuant to Education Code §§ 44450 to 44468) and District Intern Programs (pursuant to Education Code §§ 44325 to 44328 and 44830.3).

The law stipulates that \$2,500 per intern per year will be allocated for purposes of providing instruction, support and assessment to the intern. Sponsors are expected to match the funds provided from local and other sources of funding.

Because of the fiscal situation in California, available grant funds are likely to be more limited than in years past. However, new programs are encouraged in those geographic regions with fewer internship programs or in credential areas, such as special education, where there continue to be a shortage of teachers. Rather than writing a new program proposal, districts and

universities may choose to join an existing program. To identify existing programs in your area, look on the CCTC home page at [www.ctc.ca.gov](http://www.ctc.ca.gov).

Grants are initially awarded on a competitive basis using the point system described in Section IV. Funding is awarded to successful applicants upon meeting the grant's terms and conditions (Appendix A). First time applicants must write a complete proposal for acceptance.

For first time proposals, this includes responding to all questions and concerns about the submitted proposal, preparation of a revised budget as necessary and agreement to the grant terms and conditions. CCTC will send an award letter identifying the funding and the necessary requirements to receive the first allocation.

Programs that wish to continue beyond the first year must annually respond to all requests for information including:

- A. Return the original Grant Award Agreement and Certificate of Acceptance (GAC) with appropriate signatures agreeing to the Terms and Conditions of the grant, and a proposed annual budget.
- B. Completion of consent forms by each funded participant by December 1<sup>st</sup>.
- C. Completion of Annual report on the project including:
  - 1. A PIP including changes that you would make to the initial proposal.
  - 2. A five year retention survey
  - 3. Program profile data as necessary
- D. Completion of final itemized budget at the end of each fiscal year (submitted by September 10<sup>th</sup>).

## **Section II**

### **Eligibility for Internship Funding**

#### **Eligibility to Receive Funding**

Education Code § 44383 states that school districts or county offices of education may apply for grant funding to create, expand, or improve alternative teacher certification programs. Colleges and universities may also submit grant proposals and serve as Lead Sponsor, but the fiscal agent must be a Local Education Agency (LEA). The law further specifies that any alternative certification program that receives state grant funding shall be operated pursuant to either Article 7.5 (commencing with § 44325), the District Intern Program, or Article 3 (commencing with § 44450), the University Intern Program. All co-sponsors may participate in the contribution of matching funds or in-kind contributions. A CGP may request funding for programs to prepare Multiple Subject, Single Subject, and Education Specialist Credential candidates.

LEAs are encouraged to form consortia with colleges, universities, and other education agencies

and/or with businesses in the private sector. Consortia are a particularly good approach for small or geographically isolated districts that may not be able to develop programs based solely on their own human and fiscal resources. Participating agencies also are encouraged to seek co-sponsors among colleges and universities, organizations that represent teachers in the district(s), educational research and development centers and other educational organizations.

Because funds are issued on a per capita basis (number of persons selected and prepared to be teachers), programs that do not serve the number of intern teachers as proposed in the approved CGP will be expected to refund excess grant funds received to the CCTC or future allocations will be withheld until payment is received.

### **Eligibility of Candidates to Participate**

To be eligible to participate in either the University Intern Program or the District Intern Program, each credential candidate must have completed the following:

- A. earned a Baccalaureate Degree from an accredited college or university;
- B. passed the basic skills proficiency test (CBEST);
- C. passed a subject matter knowledge exam or successfully completed an approved program of subject matter study (single subject and education specialist only);
- D. completed character and identification clearance (fingerprints);
- E. demonstrated knowledge of the U.S. Constitution;
- F. obtained an Intern Credential (University Internship Program) or a District Intern Credential (District Intern Program), and
- G. obtained an offer of employment.

## **Section III**

### **Issues to be Addressed in the Development of a Funding Application**

Applicants are encouraged to limit their applications to approximately twelve pages. All applications should address the eight issues detailed below. Applicants should respond to each lettered request for information for each issue. Applicants are encouraged to submit supporting documents that expand upon or are referenced by the response to the issues. Responses to each issue may be given separately or combined with other issues, but should be clearly labeled.

- 1. Need for and Leadership of the Program**
- 2. Number and Source of Participants to be Prepared**
- 3. Quality of the Instructional Program**
- 4. Quality of Support System**
- 5. Quality of Assessment of Participants**

- 6. Collaboration and Transition**
- 7. Quality of the Program Evaluation Plan**
- 8. Cost-Effectiveness and Budget**

### **Issue 1: Need for and Leadership of the Program**

A strong program design will directly address local needs for fully credentialed teachers. Please identify those areas of need in your program in your application. When identifying the leadership of your program, include those individuals from co-sponsoring agencies who will assist in program development and implementation, as well as individuals from the lead agency who will be responsible for program administration.

Each application should include a brief statement on the following:

- A. the specific needs that are being met by the program;
- B. the participating LEAs and universities;
- C. the person(s) responsible for program leadership and ongoing program operation;
- D. a description of any special features or focuses that will be used in the program; e.g., continuation of teacher preparation for paraprofessionals, preparation programs that take into account the previous life experiences of participants, programs for former members of the military services, or programs that have developed special partnerships such as linking with the California Subject Matter Projects,
- E. if not already approved, indicate the time frame your program will respond to the new CCTC accreditation standards; and
- F. a description of the your time frame to offer an Early Completion Option (multiple and single subject programs only) pursuant to SB 57 (Chapter 269, Scott, Statutes of 2001, CA Education Code § 44468). For more information, see page 7 and Coded Correspondence 02-0013 at the CCTC website, [www.ctc.ca.gov](http://www.ctc.ca.gov).

### **Issue 2: Number and Source of Participants to be Prepared**

In order to participate in university internship programs, candidates must have passed the CCTC approved examination(s) for subject matter competence or, for single subject and education specialists, have completed an approved subject matter coursework program or the appropriate exam. When identifying the number of participants to be served, programs must stipulate whether potential candidates have met the subject matter requirement.

Please describe in your narrative presentation the following details on program participants.

- A. **The Number of Participants the Program Will Serve.** Indicate the number of multiple subject, single subject and education specialists that participating school districts have pledged to employ. Programs may serve persons who qualify for an Individualized Intern Certificate (IIC). Please see Coded Correspondence 03-0006 at the CCTC website, [www.ctc.ca.gov](http://www.ctc.ca.gov). An IIC process is designed for persons who are teachers of record and have met all intern certification requirements, but a regular internship program is not suitable for the intern's teacher preparation circumstances.



**B. Types of Participants Hired and Employment Settings.** Provide information on the percentage of participants projected to serve in hard-to-staff schools. Include how you have defined hard-to-staff schools (i.e., reduced lunch, Title I, etc). Please estimate:

1. the number of participants who will serve in Class Size Reduction (CSR) classrooms; 2) the number of teachers for English Learners, or bilingual classrooms and identified languages;
2. if participants in the proposed program will teach secondary subjects, the number of teachers in each subject should be estimated; and
3. if the proposed program intends to prepare special education teachers, estimate the number of interns in each credential specialty.

**C. Recruitment Source(s) and Methods.** Describe the recruitment targets and methods that the program intends to use to recruit program participants. Specify the types of persons you intend to recruit such as: paraprofessionals; military; second career professionals; pre-interns; emergency permit holders; parent volunteers; and others (specify).

**D. Working Conditions.** Like any new teacher, interns should be given assignments that provide the best opportunity for them to succeed with students. Novice teachers should be assigned classrooms appropriate to their beginning teacher skills. Whenever possible, classes such as combination classrooms, itinerant (multiple site) teaching assignments and secondary teaching assignments with multiple preparations, should not be given to interns. Site administrators should be cautious about assigning adjunct duties to interns. Programs should also assure that interns have the supplies necessary to be successful.

Applications should include a description of the commitment that partnering districts have made to provide the reasonable working conditions described above.

**E. Selection.** Describe the methods of selection that will be used to select interns, including how the candidate's prior experiences and attitudes toward children and schooling are used to make decisions about who is admitted into the program. For example, will the program use the Haberman Interview, the Gallop Selection Instrument, or the Ventures in Excellence instrument to select interns?

**F. Timeline.** Provide a timeline indicating the following:

1. when the pre-service or early service coursework will be offered;
2. when participating teachers will assume responsibility for classrooms as interns; and
3. when support providers will be assigned to assist program participants.

### **Issue 3: Quality of the Instructional Program**

The instructional program is a critical element in the development of an internship program. In district internship program proposals, all of the elements of the instructional program should be

included in the Professional Development Plan. In a university internship program these elements should be defined in the program's instructional plan or curriculum. A district that employs a district intern must develop and implement a Professional Development Plan in consultation with an accredited institution of higher education that offers CCTC-approved programs of teacher preparation. The instructional plan should include all of the teaching abilities and performance competencies that a beginning teacher will need to learn and must follow the relevant CCTC Standards of Program Quality.

Each sponsor is encouraged to develop an instructional program that is specifically geared to the needs of the participating district, is designed for interns with professional work experiences, and provides strategies that demonstrate blending of theory and practice. The instructional program should take into consideration that the sequence of instruction reflects that interns will have accelerated entry into and responsibility for a classroom. The instructional program should reflect that interns will have opportunities to try out strategies and skills taught in courses immediately with their own students. In some cases these circumstances will necessitate changes in course sequence and change how courses are taught.

When providing information about the instructional program, provide information about the following four areas.

**A. Overall Plan/Diagnostic Process**

1. Provide a description of the instruction that interns will receive.
2. Describe any special features of the program such as:
  - a. instruction that is taught collaboratively by district and university personnel;
  - b. procedures that give interns credit for prior experiences or instruction taken previously; e.g., as part of a pre-intern program. (See page 7 for a description of other required special features.)
3. Describe the plan to select, train and coordinate the instructional staff.
4. If applicants have not already submitted a document responding to intern standards of program quality (district or university intern), please include a statement declaring that you will submit these intern program documents for initial accreditation within the first semester of receiving grant funding.

**B. Pre-service Program**

Please provide a list and description of the courses that will be offered in the pre-service program (the portion of the instructional program offered prior to the intern taking over full responsibility for a classroom). Internship programs should provide details of the pre-service experience including:

1. the length of the experience and the topics to be covered;
2. whether interns will complete the courses and activities as a cohort;
3. how the participating districts are involved in the pre-service experiences; and
4. will there be any circumstances in which interns will not be provided a pre-service program? If yes, what instructional assistance will be provided these interns?

The description of the pre-service portion of the instructional program must show that the program will provide foundational skills and knowledge with sufficient breadth and depth to

enable the intern to manage a classroom and provide effective learning opportunities for students. The pre-service program should include at least 120 clock hours or 8 semester units or 12 quarter units of instruction. If the program includes fewer hours or units, please explain why.

### **C. Ongoing Instructional Program**

1. Please provide a list and description of the courses (or instructional segments) in the first year of the program (following the pre-service program), and if applicable, the second year of the program. Please indicate the length of each instructional segment.
2. Please describe any features in the sequence of instruction that facilitate accelerated entry into and responsibility for a classroom.
3. Describe those portions of the instructional program where interns will have opportunities to try out strategies and skills taught in courses and can apply them with their own students, (i.e. blend the theoretical and the practical).
4. Programs for elementary teachers should describe the sequence of courses and experiences that will prepare interns to teach reading and mathematics.
5. Programs that choose to serve persons using the IIC process must describe the instruction, support and assessment that will be done for these interns.

### **D. Transition Process**

In many cases intern programs will be the next step in the teacher preparation process for persons who have been in a pre-internship program. The description of the instructional program should include a plan that:

1. describes the parts of the pre-intern program that have been determined to be equivalent to portions of the intern program and the credit that they will be given for those portions; and describes the ways that pre-interns will be phased into the internship program; e.g., as a separate cohort, or blended into a new cohort, etc., should also be included;
2. if the program is a portion of a career ladder for paraprofessionals, please describe that transition process; and
3. describes how the transition into an induction program is done.

Legislation passed in 2001 (Chapter 269, Scott, Statutes of 2001, Ed. Code §44468) requires that all approved multiple and single subject internship programs provide an Early Completion Internship option. CCTC Coded Correspondence 02-0013 on the CCTC website ([www.ctc.ca.gov](http://www.ctc.ca.gov)) describes the option in detail. Detail how your program meets this requirement including:

1. providing a brief description of how those persons who have passed the Teaching Foundations Exam will be matriculated through the intern Early Completion Option;
2. describing the requirements, including additional coursework, that Early Completion Option Internships must complete; and
3. describing the Teaching Performance Assessment (TPA) process (or equivalent) for Early Completion Option Interns.

## **Issue 4: Quality of Support System**

A cornerstone of the Intern program is providing collegial support. Interns are required to receive

systematic support, guidance, and feedback from both the participating program (university or district) and school site support.

Applicants are encouraged to devise innovative methods of providing assistance and guidance to interns. Among those approaches that have been shown to be successful are one-to-one support by mentors who are at the same school and teaching the same subjects as their assigned interns. These certificated individuals should exhibit excellence in teaching and be matched to the interns in assignment and proximity as much as possible. Among those who may be coaches or support providers are teachers on site, "teachers on special assignment" or recently retired teachers. The selection process should focus on the individual's knowledge and experience in subject matter and teaching and their familiarity with the local school culture.

Coaches/support providers must receive support training appropriate for interns. Programs should be structured to allow interns to enter and complete their programs as a cohort, and provide opportunities to offer ideas and feedback to each other in a support seminar.

Applications should include the following elements:

- A. provide a description of the selection procedures that will be used to select support providers;
- B. provide a description of the training that will be given to support providers; and
- C. include a description of the expected frequency of consultation, ratio of support providers to interns, correspondence of subject matter knowledge, and proximity of work sites between the support provider(s) and the intern; and
- D. explain how support/supervision/assessment by the program will be coordinated with school site assistance.

## **Issue 5: Quality of Assessment of Participants**

Internship Programs must provide a formal system of performance assessment of each candidate. Programs are encouraged to use an assessment system that is a graduated sequence of teaching behaviors and ensures reflective feedback. For more information on the Teaching Performance Assessment (TPA), please see the CCTC website [www.ctc.ca.gov](http://www.ctc.ca.gov), Coded Correspondence 03-0005 and 03-0012.

Please describe how the performance of each program participant will be assessed including:

- A. who is responsible for assessing a candidate's overall competence and effectiveness in the classroom;
- B. the types of performance assessment instruments (e.g., TPA) and materials (e.g., student work) that will be used;
- C. the frequency of the assessments;
- D. the qualifications and training of the assessors;
- E. the criteria that will be used to determine candidate competence and effectiveness.

## **Issue 6: Collaboration and Transition**

Collaboration is essential for an effective program. Collaboration should be evident in nearly all aspects of each program, including recruitment and selection, the development and delivery of the instructional program, the support system, and candidate assessment. The ways problems are solved and decisions are made should exemplify the level of a program's collaboration. For intern programs to be successful there should be support from site administrators, coaches, human resources personnel, and college or university advisors that is coordinated and cohesive. Collaboration between the program sponsor and the fiscal agent in funding issues is also critical to the success of the program.

The initial teacher training and the service that a pre-intern program has provided as teacher of record should count toward completion of some or all pre-service for intern programs. CCTC expects that intern programs will accept the pre-intern training in lieu of additional pre-service courses if the pre-intern curriculum offers the content that is required by the intern program.

Grant applications should describe how a program will orchestrate the coordination of its partners and the responsibilities that each partner will assume. Examples of collaboration in developing the application should be described. The application should include plans for joint efforts in the program, such as joint assessment of teacher competence, co-teaching coursework, and/or joint selection procedures.

## **Issue 7: Quality of Program Evaluation Plan**

Each program is expected to conduct an annual program evaluation. The data collected should include both qualitative and quantitative information.

- A. Describe the procedures that the program will use to judge its effectiveness.
- B. Describe methods for collecting quantitative data such as determining retention rates and success in attracting those underrepresented in the teaching workforce.
- C. Describe plans to include qualitative data such as use of systematic selection instruments, achievement and progress records of intern's students. The application should stipulate the specific kinds of data that the program intends to submit to CCTC as part of its Annual Report; i.e., Narrative Report, Retention data, Demographic data and End of Year Budget Report on the program.

## **Issue 8: Cost-Effectiveness and Budget**

Cost-effectiveness factors include attention to the most efficient uses of time, fiscal resources, material resources, and the expertise and preparation of those involved in implementing the program. Successful applicants will be expected to contribute to an evaluation of the overall (statewide) effectiveness of this funding measure. The goal of the statewide evaluations is to identify cost-effective, high quality models of alternative certification. The evaluation will be conducted through questionnaires and interviews.

Successful applicants will be expected to submit annual reports describing how the funds have

been spent, a description and evaluation of the components of the program, including changes that have been made, and/or lessons learned. It is the intent of the CCTC that annual reports be no longer than ten pages.

Intern grant statutes require that programs "match" the funds provided by the state for alternative certification unless this would cause a hardship. The matching funds may come from any source that the LEA chooses, including other state funds.

Applications should include the following areas in response to this section.

- A. Provide examples of how this proposed program plans to use the resources in a cost-effective manner.
- B. Provide a description of the other resources available to the program, including private or foundation, local, state, and federal funds (if any), and how they will be used effectively and economically.
- C. Programs submitting an application should stipulate their willingness to participate in collection of data electronically (Consent form participation agreement) as requested by CCTC.
- D. For district intern programs please stipulate that credit will be given for coursework taken in the program; e.g., salary credits, as required. (Education Code § 44830.3 (c) requires that district interns be compensated for coursework taken in the manner normally provided by each district for staff development.)
- E. For university intern programs please describe the plan to provide a full salary to the intern or if there will be a salary deduction for supervision.

## **Budget**

The documentation of expenditure of State Funds is important. You will be asked to provide a proposed budget with your application (Appendix A). The program funds are contingent upon the availability of funds in the State Budget Act and successful implementation of the program as determined by the CCTC. The form is available on-line in an excel format at <http://www.ctc.ca.gov/intern/>.

Applicants must complete the line item budget identified as the Budget Summary Form (Appendix A), including appropriate explanations and justifications for each line item. The grant requires that the LEA match the grant. Please document the matching funds on the budget in the defined column.

A budget narrative must also be submitted for the proposed program. For each line on the budget form, please describe how the applicant plans to use the requested funds. Expenditures by programs receiving Alternative Certification/Interns funds may be subject to review and audit (see the Special Terms and Conditions in Appendix A). Please describe the amount and sources of in-kind and matching funds. Matching funds or in-kind contributions could come from school, district or county level, university, or funds obtained by other categorical programs, and could pay for program features such as teacher release time, substitute costs, tuition expenses, workshop materials, trainers' fees, administrative time, etc.

The total amount of the indirect costs for the grant proposal taken from the grant funds may not exceed the state-approved indirect cost rate published annually by the California Department of Education for LEAs. If a LEA contracts for services, an indirect charge cannot be added that exceeds the state-approved rate. Program sponsors may negotiate a division of the indirect costs, so long as the total does not exceed the allowable rate, or may include indirect costs in the matching/in-kind contribution.

## **Geographic Distribution of Grant Recipients**

It is important that all areas of the state that are experiencing shortages of teachers have access to grant funds. Therefore, this CGP includes funding criteria related to geographic distribution of recipients. Competitive preference (10 additional points) will be given to applications from districts or consortia of districts from regions of the state that have not participated in alternative certification in the past or from regions where relatively few Alternative Certification/Intern applications are submitted.

The CCTC website has a page that will allow anyone to see all the state sponsored Teacher Preparation Programs that are operating within a school district. (<http://info.ctc.ca.gov/PROGRAMS/DistrictPrograms.html>). By selecting a county, and then the school district within that county, a list will be generated of all Intern, Pre-intern, Paraprofessional and BTSA programs that are working to prepare teachers within that school district.

In order to determine if you qualify for this preference, applicants must provide a list of all districts that will participate in the proposed program, as well as indicating the county for each district.

## Section IV

### **Selection of Applications to be Funded**

The following scoring key will be used to score the competitive standing of an application.

<u>Issue</u>	<u>Points</u>
Need for and Leadership of the Program	20
Number and Source of Participants to be Served	20
Quality of Instructional Program	40
Quality of Support System	40
Quality of Assessment of Participants	20
Collaboration and Transition	20
Quality of the Program Evaluation Plan	20
Cost-Effectiveness and Budget	20
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Total Points	200

**Geographic Distribution (up to 10 bonus points)**

## Section V

### **Funding Procedures**

The CCTC is interested in encouraging applications from LEAs and postsecondary institutions throughout the state. This grant is part of the State of California's effort to provide credentialed teachers for every student in California and multiple routes into the teaching profession.

Applicants who wish to compete for alternative certification funding must submit an original and three copies of their proposal to the CCTC. **Applications must reach the CCTC office by Noon on May 17, 2004.** An application must include a Lead Sponsor's Cover Page and, in alphabetical order, a Co-sponsor's Cover Page for each participating agency or organization (samples are located in Appendix A), a proposed budget, and the narrative including all of the issues identified in Section III.

CCTC will convene a panel of reviewers to read the proposals using the rating scale identified in Section IV. In addition to rating the application, reviewers will develop sets of questions to clarify outstanding issues or to ask for more information. The questions will be sent by FAX to the contact person listed on the Lead Sponsor Cover Page. These questions will be faxed in the second week in May. Applicants will have 10 working days to answer the questions. From



**June 14 to June 17, 2004** phone appointments will be scheduled to discuss the applicant's response to the questions. Based on the reviewer ranking of the applications and the applicant's responses to the questions posed by reviewers, Alternative Certification/Intern CCTC staff will recommend those programs that should receive an Alternative Certification grant. The timeline for review of applications is found in Section VI.

CCTC will send each successful applicant an award letter, with a Grant Award Agreement and Certification of Acceptance (GAC) Form. The original GAC must be returned, correcting any program information that is incorrect, and signed by both the program manager and the fiscal agent along with a new proposed budget, based on the funding allocated. Money will not be sent until **the original completed GAC has been received by the CCTC.**

Once the applicant is funded, the conditions for continued funding include the availability of money in the state budget for this purpose, and that grant conditions and CCTC standards of quality are met by the program. Programs are required to annually present a PIP and budget for CCTC approval prior to continued funding.

## **Funding Period**

It is the intent of the CCTC that program awards for 2004-2005 will be announced on June 4, 2004. Programs may want to propose a planning period or pre-service period resulting in interns assuming full responsibility later. Unless a specific rationale is provided, programs should propose that interns assume full classroom responsibility no later than the Fall Semester, 2004. Funding is for participants during the 2004-2005 school year and is based on the number of participants completing on-line consent forms by December 1, 2004. Grant funds may not be used to support persons who continue to serve on an Emergency Permit, in Induction Programs, or for persons who are being prepared through a teacher education program but do not have classroom responsibility for a group of K-12 students in public schools as credentialed interns. In the event funding is not expended within the specified fiscal year, funds will be expected to be returned to the CCTC, or future allocations will be withheld until the funds have been returned.

# **Section VI**

## **Timeline**

Target dates for each stage of the grant funding procedure follow.

<b>May 20, 2004 (Noon)</b>	<b>Funding Applications due to CCTC.</b>
<b>May 21-26, 2004</b>	<b>Evaluation of funding applications.</b>
<b>May 28, 2004</b>	<b>Questions sent to applicants to clarify evaluator's questions.</b>
<b>June 10, 2004</b>	<b>Responses to questions due to CCTC.</b>

<b>June 14 through June 17, 2004</b>	<b>Telephone interviews regarding Grant Application questions.</b>
<b>June 25, 2004</b>	<b>Grant Awards announced by Executive Director and Grant Acceptance Letter and supporting documentation will be sent to Program Directors of successful applicants for signature.</b>
<b>July 31, 2004</b>	<b>Grant Acceptance Form and 2004-2005 Proposed Budget Form Due to CCTC.</b>

#### **Technical Support For Writing An Application**

Applicants may also seek assistance from the CCTC Alternative Certification Staff, Michael McKibbin at [mmckibbin@ctc.ca.gov](mailto:mmckibbin@ctc.ca.gov) or (916) 445-4438 or Howard Giblin at [hgiblin@ctc.ca.gov](mailto:hgiblin@ctc.ca.gov) or (916) 323-6511.

#### **Intern Grant Schedule**

When an application is approved for funding, an Intern Grant Schedule for 2004-2005 will be provided. This schedule outlines the important dates of the year, such as when reports are due and activities are scheduled. Please note that there are two planning meetings for intern directors. Funding for these meetings should be allocated within the proposed grant budget. These meetings will be held in Sacramento. The fall meeting is two days in late October and the spring meeting is one day. The dates for these meetings are still to be determined. Meeting dates will be announced as soon as they are officially scheduled.

## **Appendix A**

# **ALTERNATIVE CERTIFICATION/INTERN PROGRAM**

## **PROGRAM DOCUMENTS**

**Lead and Co-Sponsor Cover Pages**

**Budget Summary Pages**

**Terms and Conditions**

ALTERNATIVE CERTIFICATION/INTERN PROGRAM

**Lead Sponsor Cover Page**

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

1. Name of Lead Sponsoring Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Project Director/Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_

2. Total number of Intern Candidates to be served in the program in 2004-2005:

\_\_\_\_\_

3. Counties Represented in Proposed Program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Local Education Agency That Will Serve as Fiscal Agent for Funding Proposal:

Name of Fiscal Officer: \_\_\_\_\_

Agency (District or County Office of Education: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_

4. Authorized Participation Has Been Approved By:

Name of Approving Official: \_\_\_\_\_

Position: \_\_\_\_\_

Agency or Institution: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ALTERNATIVE CERTIFICATION/INTERN PROGRAM

**Co-Sponsor Cover Page**

**Name of Applicant (Lead Sponsor):** \_\_\_\_\_

Please include a separate cover page for each organization that is co-sponsoring the effort. Please arrange pages alphabetically by organization. Answer all questions that apply.

**1. Name of Co-Sponsoring Organization:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

\_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **FAX:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**2. For co-sponsoring districts, please indicate the number of intern candidates that will be employed by your district:** \_\_\_\_\_ **2004-05**

**4. Authorized Participation Has Been Approved By:**

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature of Approving Official:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ALTERNATIVE CERTIFICATION/INTERN PROGRAM  
BUDGET SUMMARY  
FY 2004-2005**

**Name of Applicant:** \_\_\_\_\_

Number of Interns Funded				
Line #	Classification Objects of Expenditure (Enter Dollar Amounts Only)	Grant Funding Expenditure	Matching Contribution	Total
	<b>Instruction</b>			
1	Instructors' Salaries and Benefits (S & B)			
2	Books and Supplies			
3	Other			
	<b>Support</b>			
4	Support Provider Training			
5	Support Provider Release Time, Stipends			
6	Support Provider Travel and Supplies			
7	Other			
	<b>Candidate Evaluation</b>			
8	Supervisors', Evaluators' Salaries & Benefits			
9	Assessment Instruments			
10	Training of Assessors			
11	Release Time			
12	Other			
	<b>Administrative Costs</b>			
13	Travel			
14	Facilities			
15	Equipment			
16	Administrative Salaries and Benefits			
17	Clerical Salaries and Benefits			
18	Postage Phone, Duplication, Etc.			
19	Other (Please Specify)			
20	Indirect Costs			
	<b>TOTAL COST</b>			
	Average Cost /Matching Funds per Intern			

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with the Terms and Conditions of the program.

\_\_\_\_\_  
Print Name of Person Completing This Report

\_\_\_\_\_  
Daytime Telephone

\_\_\_\_\_  
Signature and Title of Person Completing This Report

\_\_\_\_\_  
Date

## **ALTERNATIVE CERTIFICATION/INTERN PROGRAM**

## **ALTERNATIVE CERTIFICATION/INTERN PROGRAM**

### **Special Terms and Conditions**

The Grantee agrees to these Special Terms and conditions established by the California Commission on Teacher Credentialing (CCTC):

1. The Grantee must meet its stated objectives as indicated in the proposal and budget as approved by the CCTC. The CCTC staff shall monitor evidence of progress in accordance with the funded proposals.
2. Project funds are for the amount indicated under the "Award Information" listed on the Grant Award Agreement and Certification of Acceptance (GAC) Form. All expenditures must be related to the activities in the approved proposal and budget. Any variation in budget categories that exceeds 10% of what was submitted in the proposed budget requires prior approval from the Commission.
3. Encumbrances against the grant award may be made after the beginning date of the grant, July 1, 2004. All approved funds for this grant must be legally obligated or expended by June 30, 2005. All funds not legally obligated or expended by June 30, 2005 must be returned to the Commission at the address below no later than September 30, 2005.
4. The Grantee agrees to submit reports and other data as required by the Commission. Expenditure reports will be used to account for and monitor funds expended within the program. A final expenditure report must be submitted as soon as all grant funds have been expended, but is due no later than September 30, 2004 to:

California Commission on Teacher Credentialing  
Professional Services Division  
Michael McKibbin, Program Manager  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

5. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
6. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et seq.) and Nondiscrimination Compliance statement.
7. The Grantee agrees to be subject to examination and audit by the State Auditor General for a period of three years after final payment under this agreement or until audited by the State, whichever occurs first, and all records shall be available for inspection or audit

upon reasonable notice by the State Auditor General. Grantee shall furnish detailed itemization of, and retain all records relating to, direct expenses paid to Grantee hereunder and which are incurred during the performance of this grant agreement. Such records shall be maintained for a period of three years after final payment of this agreement or until audited by the State, whichever occurs first, and shall be available for inspection or audit upon reasonable notice by the State Auditor General.

8. The Grantee must sign and return the Grant Award Agreement and Certification of Acceptance prior to issuance of the first allocation. State processing time is about four to six weeks. Send the signed agreement to:

California Commission on Teacher Credentialing  
Professional Services Division  
Michael McKibbin, Program Manager  
1900 Capitol Avenue  
Sacramento, CA 95814-4213

9. Funds will be released in two (2) allocations, plus a spring allocation for programs enrolling participants in January:
  - a. A first allocation equal to 50% of the total grant allocation based on projected enrollment or program costs for the period of July 1, 2004 through June 30, 2005.
  - b. A final allocation of the balance of the grant allocation after verification of enrollment participation through program consent forms submitted no later than December 1, 2004. The balance of the grant allocation may be subject to revision based upon verification of enrollment participation and availability of funds.
  - c. A spring allocation will be given out, pending funding availability, in February, based on participants enrolling in January, 2005.
10. The Grantee may charge an indirect cost rate not to exceed the state-approved indirect cost rate published by the California Department for Education for Local Education Agencies for the 2004-2005 fiscal year.
11. Should the Grantee choose to terminate its participation in the program, a 30-day written notice is required. Final program and expenditure reports are due 30 days after the program cessation. The Grantee agrees to return all unexpended funds upon receipt of the final expenditure report.
12. In the event of a dispute, the Grantee shall file a "Notice of Dispute" within twenty (20) days of discovery of the problem. Within ten (10) days, staff shall meet with the Grantee for the purposes of resolving the dispute. The decision of the Commission's Executive Director shall be final.
13. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty,



the State shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work actually performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

14. The Grantee possess legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurance contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

15. Budget Contingency Clause

- a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, the Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
- b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to cancel this Agreement with no liability.

ALTERNATIVE CERTIFICATION/INTERN PROGRAM

Lead Sponsor Cover Page

Each application should include one copy of this cover page for the organization that is leading the effort. This copy should precede any other pages.

1. Name of Lead Sponsoring Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Project Director/Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_

2. Total number of Intern Candidates to be served in the program in 2004-2005:  
\_\_\_\_\_

3. Counties Represented in Proposed Program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. Local Education Agency That Will Serve as Fiscal Agent for Funding Proposal:

Name of Fiscal Officer: \_\_\_\_\_

Agency (District or County Office of Education): \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Email: \_\_\_\_\_

2. Authorized Participation Has Been Approved By:

Name of Approving Official: \_\_\_\_\_

Position: \_\_\_\_\_

Agency or Institution: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

ALTERNATIVE CERTIFICATION/INTERN PROGRAM

**Co-Sponsor Cover Page**

**Name of Applicant (Lead Sponsor):** \_\_\_\_\_

Please include a separate cover page for each organization that is co-sponsoring the effort.  
Please arrange pages alphabetically by organization. Answer all questions that apply.

**1. Name of Co-Sponsoring Organization:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_  
\_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_ **FAX:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**2. For co-sponsoring districts, please indicate the number of intern candidates that will be employed by your district: \_\_\_\_\_ 2004-05**

**1. Authorized Participation Has Been Approved By:**

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Signature of Approving Official:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ALTERNATIVE CERTIFICATION/INTERN PROGRAM  
BUDGET SUMMARY  
FY 2004-2005**

**Name of Applicant:** \_\_\_\_\_

**Number of Interns Funded** \_\_\_\_\_

Line #	Classification Objects of Expenditure (Enter Dollar Amounts Only)	Grant Funding Expenditure	Matching Contribution	Total
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1	Instructors' Salaries and Benefits (S & B)			
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4	Support Provider Training			
5	Support Provider Release Time, Stipends			
6	Support Provider Travel and Supplies			
7	Other			
	<b>Candidate Evaluation</b>			
8	Supervisors', Evaluators' Salaries & Benefits			
9	Assessment Instruments			
10	Training of Assessors			
11	Release Time			
12	Other			
	<b>Administrative Costs</b>			
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15	Equipment			
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17	Clerical Salaries and Benefits			
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20	Indirect Costs			
	<b>TOTAL COST</b>			
	Average Cost /Matching Funds per Intern			

CERTIFICATION: I certify that I am the duly appointed representative of the above named agency and that, to the best of my knowledge, the above report is correct and expenditures are in accordance with the Terms and Conditions of the program.

\_\_\_\_\_  
Print Name of Person Completing This Report

\_\_\_\_\_  
Daytime Telephone

\_\_\_\_\_  
Signature and Title of Person Completing This Report

\_\_\_\_\_  
Date

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otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

14. The Grantee possess legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurance contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

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- a. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, the Agreement shall be of no further force and effect. In this event, the State shall have no liability to pay any funds to the Grantee, furnish any other considerations under this Agreement, and the Grantee shall not be obligated to perform any provisions of this Agreement.
- b. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to cancel this Agreement with no liability.